DOCUMENT RESUME

ED 154 936 PS 009 959

TITLE	Pre-School Education: An Annotated Bibliography, 1971-1977.
INSTITUTION	Council of Europe, Strasbourg (France). Committee for General and Technical Education.
REPORT NO	CCC/EGT-(77)-39
PUB DATE	20 Jan 78
NOTE	13p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Annotated Bibliographies; *Compensatory Education; *Conference Reports; Migrant Child Education; Parent Teacher Cooperation; *Preschool Education; Primary Education; Rural Population; School Community Cooperation; *Symposia; Teacher Education
IDENTIFIERS	*Council Of Europe

ABSTRACT

This 1971-77 annotated bibliography published by the Committee for General and Technical Education, Council of Europe consists of: (1) reports on the Council of Europe symposiums on preschool education, and (2) summaries of papers related to the symposiums. Topics covered are: the links between preschool and primary education, teacher education, preschool education for migrant children, the compensatory role of preschool education, cooperation between parents, preschool and the community, and preschool education in sparsely populated areas. (CM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

ED154936

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PS

Strasbourg, 20 January 1978 CCC/EGT (77) 39

COMMITTEE FOR GENERAL AND TECHNICAL EDUCATION

PRE-SCHOOL EDUCATION

Annotated bibliography

1971 - 1977

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Council of Europe

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

PS 009959

E 21.772
04.2

Pre-school education - aims, methods and problems
Strasbourg, 1971, CCC/EGT (71) 46, 83 pp.

Report of the first Council of Europe Symposium on pre-school education held in Venice in 1971. The paper contains summaries of the lectures ("Pre-school education - aims, methods and problems" by Prof. A. Agazzi ; "Methods used in early childhood education" by Miss M. Waddington ; "Home-school relations" by Prof. M. Laeng), recommendations on which to base further action and the reports of the three working groups.

A basic working document for the discussion of pre-school education.

The training of teachers engaged in pre-school education
Strasbourg, 1973, CCC/EGT (73) 22, 62 pp.

Report of the Leyden Symposium (October 1973). Contains a very full description of recruitment and training in member States, together with detailed recommendations under such headings as the training of the "trainers", permanent education, evaluation of the system of training, relations with the primary school... Reports of the three working groups are included in full.

Although most of the factual data are now outdated, this report remains a valuable working document for the discussion of the general principles involved in the training of pre-school teachers.

THE LINKS BETWEEN PRE-SCHOOL AND PRIMARY EDUCATION

Schümer-Strucksberg, M.

Preliminary report based upon member States' replies to the questionnaire entitled "links between pre-school and primary education"
Strasbourg, 1975, DECS/EGT (75) 91, 20 pp.

An analysis of member States' replies to a questionnaire (sent out in May 1975) on the links between pre-school and primary education. The author has drawn up several tables which summarise member Governments' positions with regard to provision, continuity of educational environment and the conditions for staff in pre-school and primary establishments.

The links between pre-school and primary education
Strasbourg, 1975, CCC/EGT (75) 29, 58 pp.

Outlines the proceedings of a symposium held in Versailles (France) in 1975 on the problems involved in the passage from a pre-school to a primary establishment. Includes summaries of the introductory lectures ("The learning possibilities of children between the ages of 4 and 8 with regard to written language and mathematics" by Prof. Bresson ; "The teaching programmes and methods which provide the best links between pre-school and primary education" by Miss M. Clarke) and reports on Dutch, German and Spanish pilot projects. Full texts of the reports of the three working groups and the symposium recommendations.

Schümer-Strucksberg, M.

Report on visits to pilot projects in 8 member States of the Council for Cultural Co-operation
Strasbourg, 1977, CCC/EGT (77) 11, 29 pp.

Report on visits by a small group of experts to projects in member States (France, Italy, Switzerland, Federal Republic of Germany, Netherlands, Denmark, United Kingdom, Ireland) which put into practice all or most of the criteria defined at the Versailles Symposium (see doc. CCC/EGT (75) 29) as the main elements which constitute the essential continuity between pre-school and primary education.

Links between pre-school and primary education : Part II : the establishment of continuity
Strasbourg, 1977, CCC/EGT (77) 20, 46 pp.

Report of the Bournemouth (United Kingdom) Symposium, which was held in March 1977 as a follow up to that of Versailles (see doc CCC/EGT (75) 29). Full summaries of the two introductory lectures ("A curriculum for pre-school and primary school and the strategies needed to achieve this" by Dr. S. de Witt ; "Notions of co-operation between adults who influence the children in their pre-school years" by Mr. J.R.G. Tomlinson) and the text of the group reports. Very full recommendations for the implementation of a smoother transition between the two levels of education.

PRE-SCHOOL EDUCATION FOR MIGRANTS' CHILDREN

Goutard, M. — Factors which influence the integration of migrants' children into pre-school education in France
Strasbourg, 1976, CCC/EGT (76) 13, 32 pp.

The author writes a sympathetic account of the special situation of migrants' children in pre-school education in France, and outlines general national policy towards pre-school provision for them. There is also a chapter on psycho-pedagogical advisory bodies for staff, parents and the school authorities, and on forms of co-ordination between all those interested in pre-school for migrants' children.

Gerstacker, R. and Lopez-Blasco, A. — Factors which influence the integration of migrants' children into pre-school education in the Federal Republic of Germany
Strasbourg, 1976, CCC/EGT (76) 18, 37 pp.

The authors, both from the Deutsches Jugendinstitut in Munich, outline the situation of migrants' children of pre-school age, difficulties which they encounter and measures which can be taken to improve the situation. A chapter is devoted to forms of co-ordination with the responsible authorities and care and counselling services. Mention is made of research being carried out in the Federal Republic on the education of very young migrants' children.

Stockfelt-Hoatson, B.I. — Factors which influence the integration of migrants' children into pre-school education in Sweden
Strasbourg, 1976, CCC/EGT (76) 19, 41 pp.

This document describes the pre-school system in Sweden and the general policy towards pre-school provision for migrants' children as it has evolved since 1969. Several Bills are discussed, including the very important Home Language Training Bill (1974). The use of the mass media in helping migrants' children and their families is also explored.

Triesscheijn, J.M. Factors which influence the integration of migrants' children into pre-school education in the Netherlands
Strasbourg, 1976, CCC/EGT (76) 26, 28 pp.

The author analyses the problems involved in the difficult integration of migrants' children into pre-school education and their special situation in the school system. The study mentions the efforts being made to achieve equal opportunities and rights and special measures being taken to improve the initial entry period. The author also describes an interesting experience, the Dordrecht "Mobile Brigade", which could be applied in other medium-sized towns.

Pre-school education for the children of migrant workers
Strasbourg, 1977, CCC/EGT (77) 10, 66 pp.

A very full account of the Berlin Symposium (December 1976). The author summarises accounts of pilot projects and a round table animated by representatives of the emigration countries, but the outstanding introductory lecture ("The social and pedagogical factors of migration and their effects on the education of children of pre-school level" by Prof. H. Gratiot-Alphandéry) is reproduced in full as an Appendix. The reports of the working groups, and the symposium recommendations, stress above all that the interests of each individual child should be paramount and that, with regard to the teaching of the mother tongue, the parents' wishes should be respected. Teachers must be made more aware of the problems faced by the children of migrants and their families, and be trained to assist such families.

THE COMPENSATORY ROLE OF PRE-SCHOOL EDUCATION

de Coster, W. The compensatory role of pre-school education : children from socio-culturally and economically deprived backgrounds Strasbourg, 1975, CCC/EGT (75) 24, 24 pp.

It is generally accepted that the poor scholastic achievements of pupils from socio-culturally disadvantaged homes call for compensatory action both at pre-school level and throughout compulsory education. Professor de Coster discusses the characteristics of children handicapped by their socio-cultural environment and some strategies which have been evolved to help them. He stresses that although specific compensatory activities may be of help at a certain time, only an overall, structured strategy which takes account of all aspects of the child will be successful in the long run.

Watson, B.M. The compensatory role of pre-school education : mentally retarded children Strasbourg, 1975, CCC/EGT (75) 28, 33 pp.

The author states that her aim is to show how early childhood education may help mentally retarded children to compensate for their handicap, prepare them for learning various skills and lead as normal a life as possible. To illustrate her case, she describes the provision of remedial pre-school education for the mentally retarded in Great Britain and mentions particularly what is being done in the Sheffield Metropolitan District of South Yorkshire, emphasising the absolute necessity of early detection and assessment.

Dell' Acqua, U. The compensatory role of pre-school education : children from families with human difficulties Strasbourg, 1976, CCC/EGT (76) 5, 64 pp.

This study, based on the results of a survey of 1,299 disadvantaged children in Milan (Italy), seeks to analyse the specific family, health and other factors which result in a pre-schooler being disadvantaged. Using an adapted version of the Vineland (Social Maturity) Scale, and his own questionnaire, Prof. dell' Acqua shows that certain prevalent theories relating to disadvantage do not seem to be verified. More research in this field is obviously needed. Prof. dell' Acqua puts forward however, some suggestions for a compensatory education programme and for the training of teachers of disadvantaged children. Numerous tables and bibliography.

Wolfgart, H. The compensatory role of pre-school education : children with a congenital or acquired defect in perception or motor control
Strasbourg, 1976, CCC/EGT (76) 8, 28 pp.

The author of this study argues that although certain handicaps in children are unchangeable, after-effects, such as difficulties in learning and education, are wholly or partly avoidable. This depends however, on the early detection of the handicap, early diagnosis and treatment, and early education preferably by specialised teachers. Dr. Wolfgart refers to examples of these in the Federal Republic of Germany and then outlines the content of pre-school education programmes for young handicapped children and training programmes for pre-school educators who will be teaching such physically handicapped children.
Bibliography.

Vejleskov, H. The compensatory role of pre-school education : Practical implications for teachers
Strasbourg, 1977, CCC/EGT (77) 13, 19 pp.

This study is based on the four case-studies on the compensatory role of pre-school education (see documents CCC/EGT (75) 24, 28 CCC/EGT (76) 5 and 8) together with other material on the same theme. Firstly, the author mentions the main premises and conclusions of the four studies, then he goes on to examine
a) teaching the disadvantaged, and
b) teaching the handicapped.
The last section of the document deals with teachers' attitudes and concepts, and the special training and assistance the pre-school educator of a handicapped or disadvantaged child should receive.

CO-OPERATION BETWEEN PARENTS, PRE-SCHOOL AND THE COMMUNITY

Tomlinson, J.R.G. The Children's House, Crewe (United Kingdom)
Strasbourg, 1977, CCC/EGT (77) 3, 31 pp.

The author, Director of Education for Cheshire, describes the setting up of the Children's House and Playpark in Crewe. The House was designed both as a headquarters for the work of the pre-school and as a focus point for the activities of mothers and young children. Community involvement in the House is a most important aspect of its development, and is encouraged at all times. Mr. Tomlinson gives plans, diagrams and photographs of the House and a comparative cost analysis with a normal nursery school.
Bibliography.

Andreolo, R. The "Organi Collegiali" in Italy
Strasbourg, 1977, CCC/EGT (77) 6, 15 pp.

This study describes the setting up in 1975-76 of machinery to bring together parents, teachers and members of the local community in the joint administration and running of all public educational establishments in Italy. For the purposes of this paper, Mr. Andreolo limits the discussions to the north-eastern region of Italy which is reasonably representative of the country as a whole. He points out that some of the hopes raised by the establishment of "Organi Collegiali" have been disappointed, but that nevertheless it is the greatest innovation in Italian schools and a giant step towards the democratisation of education.

Nafstad, H.E. Local communities and the social and educational value of pre-school
Strasbourg, 1977, CCC/EGT (77) 7, 33 pp.

In this study, Mrs Nafstad attempts to disentangle the web of influences which are shaping the learning experiences of current generations of pre-school children. These influences are two-fold : firstly the available knowledge of general and universal characteristics of children's development and secondly what is known of the specific cultural experiences of each child. Pre-school teachers must adapt the learning experiences offered in the pre-school so that they have contextual relevance for the children.
Bibliography.

Pause, G. The training of pre-school teachers with a view to co-operation with parents (Federal Republic of Germany)
Strasbourg, 1977, CCC/EGT (77) 17, 25 pp.

The author reports that, although there is no shortage of official documents emphasising the importance of co-operation, there is a real gap between theoretical discussions and practical action. Courses on co-operation with parents do exist in teacher training colleges but are usually highly theoretical and separate from the mainstream of courses on the curriculum and teaching methods. Dr. Pause cites several examples of good parent-teacher co-operation and points out certain methods which could be adopted more widely.
Bibliography.

Woodhead, M. Co-operation between parents, pre-school and the community
Strasbourg, 1977, brochure, 39 pp.

This study, which is loosely based on the four case-studies of the same series (see docs CCC/EGT (77) 3, 6, 7 and 17) considers different forms which co-operation between parents, pre-school and the local community may take. It is stressed that such co-operation is not a short-term objective but rather a long term goal and that both teachers and parents must modify their role in their children's learning and their expectations about each other. There can be no single plan for pre-school education based on co-operation as such education should reflect the circumstances of each locality.
Bibliography.

PRE-SCHOOL EDUCATION IN SPARSELY POPULATED AREAS

Schümer-Strucksberg, M. — Preliminary report on pre-school education in sparsely populated areas
Strasbourg, 1976, CCC/EGT (76) Misc 17, 17 pp.

A short working document based on member States' replies to a questionnaire sent out in May 1975. The author lists the main problems raised by the Ministries and some solutions - the great majority of which were just beginning to be applied. The report stresses the need for further research into all aspects of the rural child's life.

Owen, J.G. — The planning of alternative pre-school arrangements in an area where few pre-school establishments exist : Devon in the United Kingdom
Strasbourg, 1976, CCC/EGT (76) 39, 49 pp.

The author of this study, who is the Chief Education Officer for Devon, has written a very full account of what has been done for children of pre-school age living in the more remote areas of Devon. He describes the situation of the rural child and stresses that "difference" must not be interpreted as "defect". Although rural children form, in some ways, an underprivileged group, the readers's attention is also drawn to the advantages which such children enjoy.

Serna, E. — Pre-school education in the Massif Central (France)
Strasbourg, 1977, CCC/EGT (77) 2, 39 pp.

This study, written by a regional Inspector, states very clearly the practical problems and opposition which may occur when trying to arrange pre-school education in a rural situation. Illustrating his theme by frequent references to specific examples in the Massif Central, Mr. Serna explains in depth the solutions which have proved most successful and which might be applicable to other similar regions.

Schleicher, K. The use of television in pre-school education in sparsely populated areas
Strasbourg, 1977, CCC/EGT (77) 26, 38 pp.

Professor Schleicher sets the scene for his study by stating what is known about the television consumption of the rural child in Europe. He then goes on to discuss the scarce research on the effects of this consumption and develops his major theme that only if television programmes are planned and controlled in the context of an overall regional approach to the education and welfare of the rural child can they be of real value. To support this, he quotes extensively from the Appalachian Project in the U.S.A.
Very full bibliography.

Pre-school education for children living in sparsely populated areas
Strasbourg, 1977, CCC/EGT (77) 43, pp. 36

Report of the Symposium held in Storlien (Sweden) in September 1977. Includes short summaries of the two lectures ("The Ecology of childhood" by Dr. R. Liljeström ; "The use of television in pre-school education" by Prof. Dr. K. Schleicher) and a consolidated report of the proceedings of the three working groups. The recommendations stress the need for far more research into the situation of the rural child, the importance of pre-schooling for early socialisation, and the necessity of pre-school education being firmly rooted in the local environment.